

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the problem of the research, the research objective, the operational definition of the terms, the significance and the scope of the research. They will be presented in the following sections.

1.1 The Background of the Research

A preliminary study has been done on 15th November 2018 to the XI grade through an interview with the English teacher of SMAN Balung. It was found that the students of SMAN Balung had less motivation in learning English. Moreover, the English teacher only use conventioanl strategy in implementing the English subject, especially in teaching reading. In learning reading, it was known that the students have difficulties in getting the information from the text because they have problem in unfamiliar words meaning in the reading text, spelling and punctuation.

As the result, most of the students did not actively participate during the teaching and learning process,they still depended on the teacher's explanation. It could be seen from the students' interaction when they responded the teacher's explanation and question during learning process. Besides, in learning process, the students got no chance to collaborate or to share their knowledge to each other, because most of the time was used by the student individually to do the tasks. It means that, the teacher used to give the material from students book (LKS) and

commands the student to read the content of the book by themselves. There is no action or treatment from the teacher in doing the exercise. Thus, the teacher taught them without giving any explanation, information, strategy how to do the task and the teacher did not deliver the purpose and the goal of the teaching and learning process. So, the students tended to get bored and lost their interest in learning reading.

From the interview with the English teacher, most of student's problems in reading includes, the student does not fully understand the tense that they use when they read the English sentences, it is probably caused by the teacher hardly explains the grammar aspect of the story. The student does not read the given material attentively because the teacher only give simple instruction like "read and do the exercise" without stimulating student by strategy to read seriously. They only got the information from what they read at glance and based on their experience. Most of them do not understand pronouns, for examples: the use of "them, her, and his". When they got a story (narrative text), the teacher did not tell them the generic structure of the story, therefore, some students fail to understand the story chronologically and the last one is students fail to apply the knowledge of comprehension because the teacher only focus on doing exercise.

The use of Student Team Achievement Division (STAD) in teaching learning process, especially in reading comprehension can be the right method to solve problems. As one of teaching learning strategies that hopes the students to learn by doing or by some groups and build their understanding by themselves or group. According to Slavin in Faramarz & Mowlaie (2017:53), STAD has four activities, it can be the solution for the students' problem in reading, such; *teach*,

team study, test and team recognition. In teach activities, it must be done by the teacher, explaining all aspect of the material (narrative text) in understandable way, giving the student stimulation (answer and asking) in learning, student must pay attention until teacher gets the next component. So, from the explanation of the teacher in the beginning will cover the student difficulties in learning grammar and pronouns. The next, in team study and team recognition activities, the student will learn about team work, help each other, looking for the generic structure information (introduction, conflict, resolution and evaluation of the story) together, make friendship and gets a reward for their score achievement. It could make them more like and attracted in studying reading comprehension, they know what the story told them and feel satisfied for their job result. STAD is a very powerful strategy for teaching reading comprehension. Because it emphasizes collaboration in study groups. It is supported by Faramarz & Mowlaie (2017:62), they noted that students will be motivated to help their peers. This helps newcomers to communicate, socialize and make new friends in the new society as well as learn English and it can encourage learners in various language proficiency levels to practice a range of important skills, such as meaningful interaction with peers, thereby exposing them to different ideas and various perspectives. The variety of these tasks and the involvement of most if not all of the students can play a role in keeping students motivated more than the case in which students should act passively in teacher-centered classes. This will require students to help each other, motivate and trust each other.

Based on the possible advantages given by STAD to reading comprehension, the researcher assumes that it could help improve the reading

comprehension of students in SMAN Balung in the 2018 /2019 academic year”. Therefore, a research is formulated with a title “ Improving XI grade reading Comprehension of Narrative Text Through Student Team Achievement Division (STAD) to XI grade Students’ Reading Comprehension at SMAN Balung in the 2018 /2019 academic year”

1.2. The Problem of the Research

Based on the background of the study mentioned above, the problem of the research is formulated as follows :

How can STAD Strategy improve the XI grade Students’ Reading Comprehension at SMAN Balung in the 2018 /2019 academic year and how can STAD Strategy improve the XI grade Students’ active participant at SMAN Balung in the 2018 /2019 academic year?

1.3. The Objectives of the Research

The objective of this research referring to the research problem of the research is formulated as follows :

How STAD can improve the XI grade Students’ Reading Comprehension at SMAN Balung in the 2018 /2019 academic year and how STAD can improve the XI grade Students’ active participant at SMAN Balung in the 2018 /2019 academic year”

1.4. The Operational Definition of the Terms

The operational definition will guide the researcher to understand the concept about the study. It enables the researcher and the readers to get mutual understanding of the concept studied.

1.4.1. Reading Comprehension

Reading Comprehension is the ability to comprehend or understand a message as well as the ability to extract the basic unit of comprehension. In this research, reading comprehension indicators to the students' ability to comprehend word meaning, sentences, and paragraph in narrative text. In this case, the basic competence (KD 11.2) used in learning reading comprehension such as, Students are able to response and identify some aspects of the narrative text; meaning, generic structure, specific information, difficult word and students are able to read loudly, smoothly and accurately.

1.4.2. Student Team Achievement Division (STAD)

The main idea of STAD is to motivate students to be able to support and help each other students others in mastering the abilities taught by the teacher most of the time in STAD, instructors will form students in a small group that is usually less than four individuals. For a start, the instructor will present a topic lesson. Then, the instructor will create a task or an activity to stimulate the students' teamwork of a start. Later, a bigger activity is given with an assessment or a series of assessment. This task the students are told to work in a team. They are required to work with their teams to make sure that all team members have mastered the lesson. All students are required to help each other using multiple learning resources such as online, mobile learning applications, books, maps and many other sources that are comfortable for them to enhance group discussion and develop creativities

1.5 The Significances of the Research

The result of this research is expected to be useful for the English teacher, and the researcher

1.5.1 The English Teacher

The result of this research is expected to be useful for the English teacher as an input and consideration to apply Student Team Achievement Division (STAD) in the teaching of reading.

1.5.2 The Researcher

This research gives the prospective researchers experience in doing Student Team Achievement Division (STAD) in teaching learning process especially in teaching reading as the teacher one of the language skill. Further, it will be useful for the researcher in the future as guidelines in teaching learning process.

1.6 Scope of the Research

This research is intended on the use of Student Team Achievement Division (STAD) to improve the students reading comprehension achievement at SMAN Balung in the 2018 /2019 academic year.